NHFA FIREFIGHTER I COURSE GUIDE
UNIT 23 NH BASIC FOREST FIRE (9 HR)

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NH FIRE ACADEMY FIREFIGHTER I

UNIT 23, LAB BLOCK (3 HR)

CLASS NAME: NH BASIC FOREST FIRE

NUMBER OF INSTRUCTORS: 5

EQUIPMENT NEEDED	Engine Forest Fire Trailer Water Supply

FACILITY NEEDED	An indoor and/or outdoor area large enough to accommodate shelter deployment, firing devices, situational awareness review, tool usage, and water use.

SKILL DRILL REFERENCE								

GENERAL INSTRUCTION	The lead instructor will divide the students into three (3) equal groups and assign an instructor to those groups. Each group shall rotate through the different stations.

NH FIRE ACADEMY FIREFIGHTER I

UNIT 23 LAB BLOCK (3 HR)

EVOLUTION	DESCRIPTION
Water usage	Working with the students the instructor shall demonstrate how to construct a simple hose-line, construct and use a progressive hose-line with lateral mop-up lines, and how to use and maintain a pack back pump.
Tool usage	The instructor shall demonstrate how to use, crew techniques (progressive and bump-up methods), carry, and maintain a variety of tools, and methods of fire attack (direct, indirect, and parallel). The students shall demonstrate how to use, crew techniques (progressive and bump-up methods), carry, and maintain a variety of tools, and methods of fire attack (direct, indirect, and parallel).
Situational Awareness	INSTRUCTOR DEMO: The instructor shall discuss shelters and demonstrate one deployment, and discuss drip torch and demonstrate its use. Both the instructor and students shall enter into discuss on situational awareness (LCES, Standing orders, and Watch-out Situations) along with any additional safety concerns. The instructor should reference the IRPG when discussing.

NH FIRE ACADEMY FIREFIGHTER I
UNIT 23, BLOCK 1 (6 HR)

CLASS NAME: NH BASIC FOREST FIRE

NUMBER OF INSTRUCTORS: 8

EQUIPMENT NEEDED	Engine Forest Fire Trailer Water Supply

FACILITY NEEDED	An outdoor area of at least ½ acre in size, preferably in a forested area where fire-line construction, slope for cup trench, and mop-up operations can be accomplished.

SKILL DRILL REFERENCE									

GENERAL INSTRUCTION	The Course coordinator or lead instructor must obtain form A (Permit to kindle fire authorization non-property owner) from property owner and a category IV Fire Permit. These two forms must be submitted to the Program Coordinator and Captain in charge of the program two weeks prior to the start of the module. Working with the lead instructor, the Program Coordinator shall develop an incident action plan (IAP) and deliver a morning briefing for each course. The Lead instructor shall be the incident commander and will divide the students into groups of six (6). The lead shall assign an instructor and a letter (A, B, C, or D) to each group. The Lead instructor shall review the IAP and morning briefing with the instructors and students prior to prescribe/non-prescribe burn operations. There will be two options (A & B) for completing these skills. Option B must have prior approval from the Captain in charge of the program and the Training Bureau Chief. See **22SE-6S1, 22SE-6S2**

NH FIRE ACADEMY FIREFIGHTER I
UNIT 23 BLOCK 1 (6 HR)

EVOLUTION	DESCRIPTION
Fire-line Construction	Working with the students the instructor shall demonstrate and reinforce how to properly construct a scratch line, fire line, use and carry tools, maintain situational awareness (LCES), tool spacing, The Students shall demonstrate how to properly construct a scratch line, fire line, use and carry tools, maintain situational awareness (LCES), tool spacing,
Dry Mop	Working with the students the instructor shall demonstrate and reinforce proper dry mop techniques (scaling/scrapping, digging, and cooling wit moist dirt) cold trailing, tool usage and building of a proper bone yard. The Students shall demonstrate how to properly construct a progress hose lay for mop up, proper use of backpack pump, tool usage, cold trailing, and building of a proper bone yard.
Wet Mop	Working with the students the instructor shall demonstrate and reinforce how to properly construct a progress hose lay for mop up, proper use of backpack pump, tool usage, cold trailing, and assemble and use of mop-up kit The Students shall demonstrate how to properly construct a progress hose lay for mop up, proper use of backpack pump, tool usage, cold trailing and assemble and use of mop-up kit
Situational Awareness	Working with the students the instructor shall demonstrate and reinforce the proper procedure for a water drop, using escape route(s), and assembling at the safety zone. The Students shall demonstrate the proper procedure for a water drop, using escape route(s), and assembling at the safety zone.

NOTE: Students will NOT make decisions, Instructors shall directly supervise students.

23SE-6S1 Option A - Prescribe Burn (Live Fire)

Objective: Construct fire-line, proper usage of tools, assemble a progressive hose-line, conduct dry-mop & wet-mop, situational awareness, and
Skill Drills:

Introduction: All Students and instructors shall properly wear, the appropriate wildland PPE. The purpose of this standard evolution is to provide a process for conducting a prescribe burn (live fire exercise) to ensure the training objectives are achieved and the exposure to health and safety hazards are minimized.

This is a learning evolution for the students, direct supervision will be provided by the instructors at all times. **NO Students shall make decisions.**

Instructor (prop operator) Notes:
Instructor(s)/prop operator(s) shall set-up a scenario which will incorporate brush piles to be contained within the perimeter of the control line. The scenario shall include an area to construct a cup trench and objects for situational awareness. Hay will be used to signify the fires edge, if the surface fuels will not ignite and sustain ignition. Instructors shall indicate where the anchor will be established.

Instructor(s)/prop operator(s) shall build four (4) spot fires and four (4) slop-overs, one for reach group to demonstrate their skills.

Note: Burn piles shall not contain material larger than 4" in diameter or stumps. There will be **NO** burning of snags or materials which compromise the safety of students or instructors.

An instructor shall conduct and document, on the IAP, two to three test burns one or two shall be in represented fuel types within the control line and one shall be outside of the control line.

Directive:
Once each group has been established with appropriate tools, the lead instructor (IC) shall provide an assignment to each group. The IC will contact the burn group to start the prescribe burn exercise.

Two groups shall approach the fire from the rear at the established anchor point. The groups will construct a scratch line using the progressive method. Each group will work opposite flanks (left or right) from the established anchor point to tie the control line together.

The IC will assign the next two groups to each flank to take over as a fresh group to continue constructing the scratch line until they meet the opposite flanking group. Once the groups meet, one group shall step aside allowing the other group to pass. All groups shall exchange information while passing each other. The groups will construct a fire-line following the scratch line back to the anchor point.

Once the assignment has been completed, the IC will assign each group a burn pile to complete dry mop operations. Each group shall build a bone-yard area to place cool material. While dry mop operations are being executed, the IC will call for a water drop, all groups will demonstrate how to react to an incoming water drop. At this time the IC will assign different groups to extinguish spot fires and slope overs, i.e. group A and C will each be assigned a spot fire and group B and D will each be assigned a slope-over.

After the dry-mop operation is complete, the IC will announce to all group to evacuate the area using their escape route and assemble at the safety zone. The IC will assign each group to another burn pile to complete wet-mop operations (progressive hose line will be established and water shall flow through the lines). At this time the IC will assign different groups to extinguish spot fires and slope overs, i.e. group B and D will each be assigned a spot fire and group A and C will each be assigned a slope-over.

23SE-6S2 Option B – Non-Prescribe Burn (No Fire)

Objective: Construct fire-line, proper usage of tools, assemble a progressive hose-line, conduct dry-mop & wet-mop, situational awareness, and
Skill Drills:

Introduction: All Students and instructors shall properly wear, the appropriate wildland PPE. The purpose of this standard evolution is to provide a process for conducting a non-prescribe burn (NO fire exercise) to ensure the training objectives are achieved and the exposure to health and safety hazards are minimized.

This is a learning evolution for the students, direct supervision will be provided by the instructors at all times. **NO Students shall make decisions.**

Instructor (prop operator) Notes:
Instructor(s)/prop operator(s) shall set-up a scenario using flagging to outline the perimeter of a simulated fire. The scenario shall include an area to construct a cup trench, if possible, and objects for situational awareness. Instructors shall indicate where the anchor point will be established.

Instructor(s)/prop operator(s) shall build two small brush piles, if possible, for dry and wet mop operations. Instructor/prop operator shall designate an areas to simulate spot fires.

Note: Burn piles shall not contain material larger than 4" in diameter or stumps. There will be **NO** burning of snags or materials which compromise the safety of students or instructors.

Directive:
Once each group has been established with appropriate tools, the lead instructor (IC) shall provide an assignment to each group.

Two groups shall approach the fire from the rear at the established anchor point. The groups will construct a scratch line using the progressive method. Two groups will work opposite flanks (left or right) from the established anchor point to tie the control line together.

The IC will assign the next two groups to each flank to take over as a fresh group to continue constructing the scratch line until they meet the opposite flanking group. Once the groups meet, one group shall step aside allowing the other group to pass. All groups shall exchange information while passing each other. The groups will construct a fire-line following the scratch line back to the anchor point. At this time the IC will assign different groups to extinguish simulated spot fires.

Once the assignment has been completed, the IC will assign each group a burn pile to complete dry mop operations. Each group shall build a bone-yard area to place cool material.

While dry mop operations are being executed, the IC will call for a water drop, all groups will demonstrate how to react to an incoming water drop.

After the dry-mop operation is complete, the IC will announce to all group to evacuate the area using their escape route and assemble at the safety zone. The IC will assign each group to another burn pile to complete wet-mop operations (progressive hose line will be established and water shall flow through the lines).

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 23-1	**Using Escape Routes**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Incident Response Pocket Guide (IRPG)	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will communicate what an "Escape Route" is, how it is identified and where it leads to.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	This is a path to rapidly leave an area of danger, the path should be free of any obstacles		
	There should be more than one "Escape Route"		
	"Escape Routes" should be flagged with a predetermined flagging color,		
	"Escape Routes" should not be located above a fire burning on a slope,		
	New "Escape Routes" will need to be selected as the Fire-line advances		
	An "Escape Route" leads to a Safety Zone, which is a burned area, known as Good Black, or to a green area such as a field		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	

EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 23-2	**Using Safety Zones**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Incident Response Pocket Guide (IRPG)	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will communicate what a "Safety Zone" is, what it is used for and where it might be located	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	A "Safety Zone" is a place of refuge from danger where a fire shelter is not needed		
	A "Safety Zone" may be natural and/or constructed		
	Must be pre-located, not downwind from the fire and not exposed to heavy fuel concentrations on the windward sides of ridges		
	"Safety Zones" may be large areas to hold crews and mechanized equipment		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	

EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 23-3	**Using The Incident Response Pocket Guide (IRPG)**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [Add local requirements if needed]	• Wildland PPE • Incident Response Pocket Guide (IRPG)	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will communicate where in the IRPG the following items are located; 18 Watch Out Situations, 10 Standard Firefighting Orders and L-C-E-S and explain what L-C-E-S stands for	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Locates and communicates the 18 Watch Out Situations		
	Locates and communicates the 10 Standard Firefighting Orders		
	Locates and communicates what L-C-E-S stands for		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	

EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 4-2	**Operate Radio Equipment**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 4**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Radio equipment (mobile or portable) • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrates their ability to operate a radio	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Wait until there is no radio traffic before you begin your transmission		
	When transmitting, hold the microphone 2 – 4 inches away from your mouth		
	Push the P-T-T button … hold and wait 2 seconds		
	Speak clearly and keep transmissions brief		
	State the identifier which you are calling and start your message		
	When your message is complete …wait 2 seconds and release the P-T-T button		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 9-7	**Maintenance / Inspection of Wildland PPE**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 9**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will communicate what PPE is serviceable and describe appropriate cleaning procedures	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Explains proper PPE maintenance		
	Describes what is considered to be unserviceable PPE items		
	Communicates the proper PPE cleaning procedures		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 9-2	**Donning Wildland PPE**		
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 9**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Nomex shirt (long sleeve cotton shirt) • Leather gloves • Wildland helmet with chinstrap • Eye protection • Nomex pants (Blue jeans or work pants like Carhartt, or Dickies brand) • 8" leather Boots		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will properly don PPE (Nomex shirt, wildland helmet, gloves, pants and eye protection) for wildfire operations		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		
Critical?		**Pass**	**Fail**
	Dons the appropriate shirt		

	Dons the wildland helmet with chinstrap and eye protection		
	Dons gloves		
	Fire resistive pants		
	Leather shoes at least 8” high		
EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]			

EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING’S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 11-32	**Adz Hoe Maintenance/Sharpening**		
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Adz Hoe • Mill Bastard File • Wire Brush • Sand Paper • Light Machine Oil • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance on an Adz Hoe.		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		
Critical?		**Pass**	**Fail**

	Using sand paper or a wire brush, remove all rust and debris from the Adz Hoe head.		
	Using a mill bastard file, maintain the cutting edge of the Adz Hoe. The grubbing edge should be 3/8 inch wide and be beveled at a 45 degree angle on the inside only		
	Apply a thin coating of light machine or motor oil to the tool head.		
	If the handle is cracked, take the tool out of service		
	If the handle is loose, tighten or take the tool out of service		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply boiled linseed oil to the handle and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks, Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 11-33	**Use of a Adz Hoe**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Adz Hoe • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate using an Adz Hoe.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Grasp the handle firmly		
	Place feet apart on solid footing using a stance that is comfortable and compatible with the surface on which you are working.		
	Flex your knees, holding the handle where it feels comfortable.		
	Hands should go no higher than your shoulders on the upswing.		

	As you swing down, slide one of your hand along the shaft of the handle to meet the other hand, which is grasping the bottom.		
	Let the Adz hoe make contact with the ground, using the weight of the tool to gain momentum		
	If the Adz hoe sticks in the material, work the handle up and down a few times to release		
	You may also place a foot under the Adz hoe handle to help wedge the grubbing edge out of the soil.		
	When using the grubbing edge side to dig or cut root material, set your stance. Maintain a firm grip.		
	Swing though, using the weight of the tool to drive the grubbing edge into the soil.		
	If the grubbing edge gets stuck, push the handle forward a little, and then pull it back toward you. If the grubbing edge won't release, lower the handle parallel to the surface you are cutting and rotate the handle 15° in either direction.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 11-34	**Combination Tool Maintenance/Sharpening**	
OBJECTIVE:	NFPA 1001, 4.5.1	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Combination Tool • Mill Bastard File • Wire Brush • Sand Paper • Light Machine Oil • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance / sharpening on a combination tool.	

CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		**Pass**	**Fail**
	Using sand paper or a wire brush remove all rust and debris from the Combination tool head.		
	Stabilize the tool by sticking the pick end in the ground		
	Using a mill bastard file, sharpen 1.5 inches in from the heel on each side of the shovel blade until a subtle point is formed at the center tip of the blade		
	Remove the pick end from the ground		
	Stabilize the tool by pushing the shovel blade into the ground		
	Using a mill bastard file, sharpen the end of the pick at a 45 degree angle		
	If the handle is cracked, take out of service		
	If the handle is loose, tighten or take out of service		
	Apply a thin coating of light machine oil or motor oil on the tool head		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply boiled linseed oil to the handle and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks, clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 11-35	**Use of a Combination Tool**		
OBJECTIVE:	NFPA 1001, 4.5.1	**NH FF Manual**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [Add local requirements if needed]	• Combination Tool • Wildland PPE		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to properly use a combination tool		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		
Critical?		**Pass**	**Fail**

	Release the locking collar and adjust the shovel and or pick for what is needed		
	Grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working.		
	Slightly bend your knees, holding the handle where it feels comfortable.		
	Push down slightly with the combination tool as it contacts the surface and pull towards you as you move forward using the "Progressive / One Lick Method"		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 11-36	**Fire Rake Maintenance/Sharpening**	
OBJECTIVE:	NFPA 1001, 4.5.1	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Fire Rake (Council Rake) • Mill Bastard File • Wire Brush • Sand Paper • Light Machine Oil • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE	
EVALUATOR INSTRUCTIONS		

CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance on a Fire Rake.
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]

Critical?		Pass	Fail
	Remove all paint from the Fire Rake head. Sand or use a wire brush until the steel is clean and shiny.		
	Use a mill bastard file to maintain the cutting edge of the Fire Rake, sharpen the tines according to the manufacturer's recommendations or replace the tines.		
	Put a thin coating of light machine or motor oil on the tool head.		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Coat handle with boiled linseed oil and work well into the wood.		
	For plastic handles, clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles, inspect for splintering and cracks. Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
Instructor Curriculum Skill Evaluation Sheet

SKILL SHEET 11-37	**Use of a Fire Rake**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Fire Rake (Council Rake) • Wildland PPE	
EVALUATOR INSTRUCTIONS		

CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to properly use a Fire Rake.		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** **[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]**		
Critical?		**Pass**	**Fail**
	Grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working.		
	Slightly bend your knees, holding the handle where it feels comfortable.		
	Push down slightly with the rake as it contacts the surface and rake towards you as you move forward using the "Progressive / One Lick Method"		
EVALUATOR COMMENTS: **[ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]**			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II

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SKILL SHEET 11-38	**Fire Shovel Maintenance/Sharpening**	
OBJECTIVE:	NFPA 1001, 4.5.1	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		

EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Shovel • Mill Bastard File • Wire Brush • Sand Paper • Light Machine Oil • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE
EVALUATOR INSTRUCTIONS	
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance / sharpening on a shovel.
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]

Critical?		Pass	Fail
	Using sand paper remove all rust and debris from the shovel head		
	Using a mill bastard file, starting 1 1/2 inches from the heel on each side of the blade until a subtle point is formed at the center of the blade.		
	Apply a thin coating of light machine oil or motor oil on the tool head.		
	If the handle is cracked, take out of service		
	If the handle is loose, tighten or take out of service		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply a coat of boiled linseed oil and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks. Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 11-39	**Use of a Fire Shovel**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**

TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Fire Shovel	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate the proper technique to use a fire shovel.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	For digging, hold the blade perpendicular to the ground, push the blade into the soil with the weight of your body moving forward.		
	Bending your knees and holding the shovel with one hand on the handle and with the other halfway down the shaft, raise the accumulated soil off the ground while lifting with your legs and stand straight, keeping the loaded shovel as close to the body as possible.		
	For throwing soil, stand with your feet about shoulder width apart to maintain balance. Using the over-the- shoulder or the side swing method as you step into the throw.		
	For scraping, use the knee for bracing your arm, hold the blade edge perpendicular to the ground at a slight angle and scrape in a side to side method as you progress forward using the "Progressive / One Lick Method"		
	To limb small branches, place feet apart on solid footing, hold the shovel at the end of the handle and with the other hand mid-way of the handle, have the blade of the fire shovel parallel with the trunk of the tree, raise the fire shovel above the branch to be cut and with a down swing hit the branch, never raise the fire shovel above the head		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 11-40	**Fire Swatter Maintenance**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**

CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Fire Swatter • Sand Paper • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance on a Fire Swatter.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Inspect the flap for torn rivet holes , warn edges and cracking in the outer rubber-coating webbing, if cannot be repaired, take out of service		
	Inspect the steel frame for missing rivets, cracked, broken or bent condition, if cannot be repaired, take out of service		
	If the handle is cracked, take out of service		
	If the handle is not aligned or secured fit to the flap, align and secure or take out of service		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply a coat of boiled linseed oil and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks. Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 11-41	**Use of a Fire Swatter**

OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Fire Swatter • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate the proper technique to use a Fire Swatter.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		**Pass**	**Fail**
	Grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working.		
	Slightly bend your knees, holding the handle where it feels comfortable.		
	Drag the flap along the edge of the fire as you move forward using the "Progressive / One Lick Method"		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	Caution: be careful not to hit the fire too hard or you will scatter burning embers around.
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• McLeod • Mill Bastard File • Wire Brush • Sand Paper • Light Machine Oil • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance / sharpening on a McLeod.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Using sand paper or a wire brush remove all rust and debris from the McLeod head.		
	Using a mill bastard file, sharpen the hoe blade portion to a bevel of 45 degrees on the outside face of the blade making sure the blade stays straight.		
	Apply a thin coating of light machine oil or motor oil on the tool head		
	If the handle is cracked, take the tool out of service		
	If the handle is loose, tighten or take the tool out of service		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply a coat of boiled linseed oil and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks. Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

SKILL SHEET 11-43	**Use of a McLeod**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	McLeod Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate the proper technique to use a McLeod.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working.		
	Spread your feet and center your body weight. Flex your knees, holding the handle where it feels comfortable.		
	Your hands should go no higher than your shoulders on the upswing. Do not let the McLeod cutting edge go behind your head and shoulders.		
	As you swing, slide one of your hands along the shaft of the handle to meet the other hand, which is grasping the bottom.		
	Let the McLeod drop into place, using the weight of the tool to gain momentum, and concentrating on accuracy, swing the McLeod so the blade strikes the surface at a slight angle.		
	Pull the McLeod toward you to pull the soil up		
	When using finger/folks end grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working		
	Slightly bend your knees, holding the handle where it feels comfortable.		
	Push down slightly with the rake as it contacts the surface and rake towards you as you move forward using the “Progressive / One Lick Method”		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

SKILL SHEET 11-44	**Pulaski Maintenance / Sharpening**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Pulaski • Mill Bastard File • Wire Brush • Sand Paper • Light Machine Oil • Boiled Linseed Oil • Cleaning Cloth • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance / sharpening on a Pulaski.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Using sand paper or a wire brush remove all rust and debris from the cutting and grub edge.		
	Using a mill bastard file, sharpen the cutting edge 2 inches wide with an even bevel on each side, sharpen the grubbing edge 3/8 inch wide straight across on a 45 degree angle on the inside ONLY		
	Apply a thin coating of light machine oil or motor oil on the tool head.		
	If the handle is cracked, take the tool out of service		
	If the handle is loose, tighten or take the tool out of service		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply a coat of boiled linseed oil and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks. Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	

STUDENT SIGNATURE:	

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SKILL SHEET 11-45	**Use of a Pulaski**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Pulaski • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate the proper technique to use a Pulaski.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Grasp the handle firmly and find a stance that is comfortable and compatible with the surface on which you are working.		
	Spread your feet and center your body weight. Flex your knees, holding the handle where it feels comfortable.		
	Your hands should go no higher than your shoulders on the upswing. Do not let the Pulaski cutting edge go behind your head and shoulders.		
	As you swing, slide one of your hands along the shaft of the handle to meet the other hand, which is grasping the bottom.		
	Let the Pulaski drop into place, using the weight of the tool to gain momentum, and concentrating on accuracy, swing the Pulaski so the blade strikes the surface at a slight angle.		
	If the blade sticks in the material, work the handle up and down a few times to release the blade.		
	You may also place a foot under the Pulaski handle to help wedge the tool out of the material		
	For a Pulaski that is deeply stuck, release the tool by gripping the handle with one hand and grasping the grubbing edge with the other, working the Pulaski back and forth to release the blade.		
	When using the grubbing edge to dig or cut root material, flip the Pulaski cutting edge over and set your stance. Maintain a firm grip to prevent the tool from rolling to the blade side.		
	Swing as though using the blade side, using the weight of the tool to drive the grubbing edge.		

	If the grubbing edge gets stuck, push the handle forward a little, and then pull it back toward you. If the grubbing edge won't release, lower the handle parallel to the surface you are cutting and rotate the handle 15° in either direction.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 11-46	**Single Bit Axe Maintenance / Sharpening**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [Add local requirements if needed]	Single Bit Axe Flat Mill Bastard File Wire Brush Sand Paper Light Machine Oil Boiled Linseed Oil Wildland PPE Cleaning Cloth	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will perform maintenance / sharpening on a Single Bit axe.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** **[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]**	

Critical?		Pass	Fail
	Using sand paper or a wire brush remove all rust and debris from the head		
	Using a mill bastard file, file the edges on an even taper about 2 ½ in back from the cutting edge and make sure an even bevel on each side		
	Apply a thin coating of light machine oil or motor oil on the tool head.		
	If the handle is cracked, take the tool out of service		
	If the tool head is loose, tighten or take the tool out of service		
	If the handle is wooden, sand smooth and inspect for splintering and cracks.		
	Wipe with a tack cloth to remove dust.		
	Apply boiled linseed oil and work well into the wood.		
	For plastic handles: clean thoroughly with a mild detergent and scrub brush. Then dry thoroughly.		
	For fiberglass handles: inspect for splintering and cracks. Clean with soap and water and dry thoroughly. Inspect for rough spots, these can be sanded with fine grit sand paper and wiped with a damp cloth. If fibers are showing, or if cracks develop, replace the handle.		

EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]	
EVALUATOR SIGNATURE:	

STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 11-47	Using a Single bit Axe	
OBJECTIVE:	NFPA 1001, 4.3.19	NH FF Manual
CANDIDATE NAME/NUMBER:		No.:
TEST DATE/TIME		
EQUIPMENT REQUIRED: [Add local requirements if needed]	• Single Bit Axe • Log or Tree limb • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: *NOTE: The evaluator will read the following exactly as it is written to the candidate*	The student will demonstrate the proper technique for using a Single Bit axe.	
CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]	

Critical?		Pass	Fail
	Grasp the handle firmly		
	Place feet apart on solid footing, which is comfortable and compatible with the surface on which you are working.		
	Flex your knees, holding the axe handle where it feels comfortable.		
	Your hands should go no higher than your shoulders on the upswing.		
	As you swing, slide one of your hands along the shaft of the handle to meet the other hand, which is grasping the bottom.		
	Let the axe drop into place, using the weight of the tool to gain momentum, swing the axe so the blade strikes the surface at a slight angle.		
	If the blade sticks in the material, work the handle up and down a few times to release the blade.		
	You may also place a foot under the axe handle to help wedge the axe out.		

EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]	
EVALUATOR SIGNATURE:	

STUDENT SIGNATURE:	

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SKILL SHEET 11-48	**Carrying Tools**	
OBJECTIVE:	NFPA 1001, 4.5.1	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Assortment of Wildland Tools	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The candidate shall demonstrate how to safely carry wildland tools	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		**Pass**	**Fail**
	The tool shall be carried at the Candidate's side, gripped at the balance point near the head, with the handle extending behind the candidate		
	The tool shall be carried with the sharp edge pointing down and away towards the ground. **Note**: If a McLeod is used the sharp edge is up, if a Pulaski is used the mattock (grubbing edge) shall be carried in the up position		
	The tool shall be carried on the downhill side		
	A spacing of at least ten (10') shall be maintained between the other members		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	

STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 20-12	**Scratch line Construction**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Assortment of Wildland Tools	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	Working as a member of a Squad, the student will construct a Scratch line using either the Direct and/or Indirect method.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Ensure L-C-E-S is in place and start at the heel (rear) of the fire, the Scratch line must be secured to the anchor point progress forward on the left or right flank		
	Scout the Scratch line to ensure the proper placement of the line.		
	Use the progressive (one lick) Scratch line construction method		
	All members must be spaced at least ten (10) feet apart		
	All members must "Look Up … Look Down … Look Around" for any hazard as the Scratch line scratch-line progresses		
	The Scratch line removes the timber litter on the surface, which creates a fuel break		
	When the Scratch line is complete, one or more patrols must be sent to ensure the integrity of the finished Scratch line		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	

EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 20-13	**Building a Cup Trench**			
OBJECTIVE:	NFPA 1001, 4.3.19		**NH FF Manual**	
CANDIDATE NAME/NUMBER:			**No.:**	
TEST DATE/TIME				
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Assorted Wildland Tools			
EVALUATOR INSTRUCTIONS				
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	Working as a member of a crew, they will construct a "Cup Trench"			
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]			
Critical?			**Pass**	**Fail**
	Working on a slope, dig into the ground in a "V" shape, piling the soil in front of the "V" as the crew moves across the slope			
	The soil shall be piled in such a way that it forms a build-up of material creating a berm. The berm must be high enough and the depth of the "V" must be deep enough to contain any rolling debris			
EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]				

EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 20-14	**Mitigate A Spot Fire**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Variety-of tools • Assorted flagging • Portable radios with an assigned frequency	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	Working as a member of a team the student will demonstrate how to contain a Spot Fire.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	The team will be assigned to the Spot and communication will be established with their instructor		
	The location of the Spot Fire will be deemed safe for containment by their instructor		
	An appropriate number of lookouts will be posted as deemed necessary by their instructor		
	The student will provide the instructor with a size-up report which will include; the approximate size, burning conditions, spread rate, and spread distance of the Spot Fire and if they have sufficient personnel to complete the assignment		
	The Spot Fire will be contained with a Fire line		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 20-15	**Mitigate a Slop-over**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Assorted Wildland Tools	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	Working as a member of a team, the student will demonstrate how to mitigate a Slop-over	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Ensure L-E-C-S is in place		
	Determine the size of the Slop-over		
	Determine which method of line construction is to be used, Direct or Indirect		
	Determine if more resources are needed for containment		
	The anchor point should be the primary Fire-line		
	Containment is achieved by building a Fire-line completely around the Slop-over		

	Determine what caused the Slop-over and mitigate the issue		
EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 15-1	**Coupling a Hose: One Firefighter Foot Tilt Method**		
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Wildland PPE		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to couple a hose.		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		
Critical?		**Pass**	**Fail**
	Step on the hose just behind the male coupling, this action will make the threads tilt up.		
	Using both hands, holds the female coupling		
	Turn the female coupling clockwise to thread the hose together.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

FIRE ENGINEERING'S HANDBOOK FOR FIREFIGHTER I & II
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SKILL SHEET 15-3	**Uncoupling a Hose: Knee Press**		
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Wildland PPE		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to uncouple a hose using the knee press method.		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		
Critical?		**Pass**	**Fail**
	Bend the hose back so the male coupling is secured against ~~to~~ the ground with the female coupling above the male coupling		
	Kneel on the female coupling with one knee so as to compress the hose gasket		

	Turn the female coupling counter-clockwise to uncouple the hose		
EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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SKILL SHEET 15-52	**Retrieving Hose – Figure Eight**	
OBJECTIVE:	NFPA 1001, 4.3.10 & 4.3.15	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of single jacket 1-1/2" hose • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to retrieve a length of hose using the figure eight method.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Drain the hose-line		
	Pick up a coupling with one hand		
	Pull the length of hose while stepping towards it		

	With the other hand and arm, swing under the hose at the wrist / forearm		
	With the hand holding the coupling, go under the hose at the wrist / forearm		
	Continue along the length of the hose as above		
	Have another firefighter wrap the last 3 or 4 feet around the center part of the hose bundle		
	Have the firefighter couple the hose together		
	Slide off the arms		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-16	**Marking Defective Hose**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of Hose • Tag to mark hose • Permanent marker • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate rolling and marking a defective hose.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		**Pass**	**Fail**
	Denote the hose is out of service		

	Lay the hose out, flat on the floor		
	Starting at the female coupling		
	Roll the hose around itself towards the male coupling, until the hose is completely rolled		
	The hose receives an out-of-service tag outlining the damage (s)		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-4	**Uncoupling a Hose: Two-Firefighter Stiff-Arm Method**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	Working as a team the student will demonstrate the stiff-arm method to uncouple a hose.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		**Pass**	**Fail**
	Two firefighters take a firm grasp of their respective hose couplings and then		

	push toward each other, which compresses the hose gasket.		
	Using their body weight, with a stiff arm stance, turn the couplings to the left (counterclockwise.)		
	Once the coupling is loosened, the firefighter with the female coupling then turns the female swivel until the hose is uncoupled.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-7	**Replace a Coupling Gasket**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of Hose • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to replace a hose gasket.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		**Pass**	**Fail**

	Grasp the female end of the coupling		
	Pinch the gasket between the thumb and the index finger and pull it out of the groove		
	If the gasket is not pliable or appears damaged, discard it		
	Pinch the new gasket between your thumb and index finger and place the loop into the coupling.		
	Make sure the gasket is seated all the way around the groove		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-8	**Using Spanner Wrenches**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Two spanner wrenches • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to uncouple hose using two spanner wrenches.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Place the spanner to grip a lug on the hose coupling.		
	Take a second spanner and grip a lug on the opposite coupling.		
	The spanner on the male coupling remains stationary, while the spanner on the female coupling is moved in a counter-clockwise direction		
	When loosened the couplings are unthreaded by hand		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-15	**Hose Rolls: Straight Roll / In-service**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to perform a straight hose roll.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Lay the hose out, flat on the floor		
	Start at the male coupling		
	Roll the hose around itself towards the female coupling, until the hose is completely rolled		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-25	**Hose Roll: Donut Roll**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to perform a donut roll	

CRITERIA:	NOTE: Based on material from the Skill Drill Instructor Guides [ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]		
Critical?		**Pass**	**Fail**
	Lay the hose out, flat on the floor		
	Fold the hose in half lengthwise onto itself with the male coupling on top of the hose		
	Place the male coupling three (3) feet back ~~in~~ from the female coupling		
	Starting at the fold, roll the hose onto itself toward the male and female couplings		
	When completed, the male coupling will be inside the hose roll and protected (only wrapped once		
EVALUATOR COMMENTS: [ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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SKILL SHEET 15-40	**Hose-line Extension**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [Add local requirements if needed]	• Two lengths of hose • Hose clamp • Wildland PPE	
EVALUATOR INSTRUCTIONS		

CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to extend a hose-line.
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** **[ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL]**

Critical?		Pass	Fail
	Begin with a charged hose-line		
	Place a hose clamp on the hose eighteen (18) inches from the nozzle.		
	Bleed the water from the nozzle		
	Remove the nozzle		
	Attach the female end of the additional section of hose to the end of the existing section of hose.		
	Replace the nozzle onto the male end of the extended length of hose		
	Flake out the hose		
	Release the hose clamp, charging the new section of hose.		

EVALUATOR COMMENTS: **[ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED]**	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 16-15	**Combination Nozzle Operation: Fog/Straight**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 16**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: **[Add local requirements if needed]**	• 1 ½" single jacketed hose • Apparatus with a pump • Combination Nozzle • Wildland PPE	

EVALUATOR INSTRUCTIONS	
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to properly operate a combination nozzle
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]

Critical?		Pass	Fail
	Maintain a secure stance.		
	Hold the hose-line and nozzle so that the bale is at arm's length		
	Open the bale by pulling it toward you.		
	Rotate the nozzle to the left to widen the pattern (fog stream)		
	Rotate the nozzle to the right to narrow the pattern (straight stream).		
	Close the bale by pushing it away from you in a slow, smooth motion, to avoid water hammer		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-46	**Simple Hose Lay**	
OBJECTIVE:	NFPA 1001, 4.3.10 & 4.3.15	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• 1 ½" single jacketed hose • Nozzle • Wildland PPE	

EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will deploy a simple hose lay.		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		
Critical?		**Pass**	**Fail**
	Attach the female coupling of the hose section onto the male coupling of the engine and repeat connecting lengths of hose until there is enough to reach the fire.		
	Attach the nozzle onto the male end of the hose-line.		
	Advance the hose-line		
EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]			
EVALUATOR SIGNATURE:			
STUDENT SIGNATURE:			

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SKILL SHEET 15-47	**Progressive Hose Lay**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		

EQUIPMENT REQUIRED: [Add local requirements if needed]	• 1 ½" single jacketed hose • Hose clamp • Gated wyes • Hose Tees • Nozzle • Wildland PPE
EVALUATOR INSTRUCTIONS	
CANDIDATE INSTRUCTIONS: *NOTE: The evaluator will read the following exactly as it is written to the candidate*	The student will extend hose-line for a progressive hose lay.
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]

Critical?		Pass	Fail
	Beginning at the wye of a charged hose-line, the student will connect an additional 100 feet of hose-line to the wye and attach a nozzle to the end.		
	Charge the additional hose-line		
	After the 100 feet of hose has been laid out to the end, place a hose clamp on the hose eighteen (18) inches from the nozzle		
	Bleed the water from the nozzle		
	Remove the nozzle		
	Add a wye or tee to the hose-line		
	Attach the female end of the next 100 feet of hose-line to the wye or tee		
	Attach the nozzle onto the male end of the added hose-line		
	Flake out the hose-line that is being added		
	Remove the hose clamp, charging the newly added hose-line		
	Repeat steps 1 – 6 for each additional hose-line that is added		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	The length of the hose line should be 200 feet, however we do not have enough hose to add the extra 100 feet.
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-11	**Using a Wildland Hose Clamp**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 15**
CANDIDATE NAME/NUMBER:		**No.:**

TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Length of hose • Engine or Hydrant to pressurize hose • Wildland hose clamp • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate a wildland hose clamp.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Open up the hose clamp, placing it around the hose.		
	Push the clamp down on the hose, until the clamp is closed, and the clamp lock can be engaged.		
	To remove the hose clamp, grasp the clamp firmly, and disengage the clamp lock. Slowly release the pressure.		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-48	**Dry Mop-up**	
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**

CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Assorted hand tools	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to conduct dry mop-up	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Start dry mop-up as soon as the fire line construction is complete from the hottest area and progress to the coolest area		
	Begin by scraping an area to mineral soil for a boneyard. This area will be where large fuels will be placed after they have been cooled.		
	Remove large fuels and scrape fuel to remove hot ash (descaling). Cool the fuel by taking moist or dry dirt and rubbing it into the fuel.		
	Once the large fuels have been removed, stir and mix hot embers with moist dirt		
	Turn logs and other material which may roll so they are perpendicular to the slope and cup trench below these fuels		
	Afterwards conduct Cold Trailing of all areas		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 15-49	**Wet Mop-up**

OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Pressurized Hose with nozzle • Assorted Hand tools • Wildland PPE	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate how to conduct wet mop-up	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		**Pass**	**Fail**
	Start wet mop as soon as Fireline construction is complete		
	Begin with the hottest area on the line		
	Progress to the coolest area		
	Use a water spray		
	Use water sparingly		
	Use hand tools to stir and mix the burning materials together		
	Use penetrating straight stream where areas have burned deeply		
	Deep burning areas will need to be dug out with hand tools		
	Conduct Cold Trailing of all areas		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

SKILL SHEET 15-50	**Bone-Yarding**		
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Variety of Wildland Tools		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The candidate will demonstrate the technique of Bone-Yarding		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		

Critical?		Pass	Fail
	Clear an area devoid of fuels inside the burn and away from any heat or near an accumulation of chunks, small limbs and logs		
	Inspect chunks, small limbs and logs that are partially burning using Cold Trailing		
	Scale shall be removed and the cold fuel shall be put into the cleared area		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

SKILL SHEET 15-51	**Cold Trailing**		
OBJECTIVE:	NFPA 1001, 4.3.19	**NH FF Manual**	
CANDIDATE NAME/NUMBER:		**No.:**	
TEST DATE/TIME			
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE		
EVALUATOR INSTRUCTIONS			
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	The student will demonstrate the technique of Cold Trailing		
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]		

Critical?		Pass	Fail
	The student will remove a glove from one hand.		
	Using the back of the ungloved hand, the Candidate will assess the temperature of a suspected hot area. The Candidate will demonstrate how to move their hand in a back and forth motion over this area while gradually moving closer to check for heat.		
	If a hot area is found it is to be dug out and the process starts again until the area is cold		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	

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SKILL SHEET 20-16	**Fireline Construction**	
OBJECTIVE:	NFPA 1001, 4.3.19	**FEH Chapter: 20**
CANDIDATE NAME/NUMBER:		**No.:**
TEST DATE/TIME		
EQUIPMENT REQUIRED: [**Add local requirements if needed**]	• Wildland PPE • Assorted wildland hand tools	
EVALUATOR INSTRUCTIONS		
CANDIDATE INSTRUCTIONS: ***NOTE: The evaluator will read the following exactly as it is written to the candidate***	Working as a member of a Squad, the student will construct a Fireline using the Direct and/or Indirect methods.	
CRITERIA:	**NOTE: Based on material from the Skill Drill Instructor Guides** [**ADDITIONAL LINES FOR AHJ TO ADD OTHER MATERIAL**]	

Critical?		Pass	Fail
	Ensure L-C-E-S is in place		
	Starting at the heel (rear) of the fire, the Fireline must be secured at an anchor point		
	If the crew is split into two groups, each group can construct a Fireline on each flank, anchoring the Fireline to itself. The pincer attack should be used if at all possible If not, the hot flank should be constructed first and an anchor point must be found.		
	Scouting of the Fireline ensures the proper placement of the Fireline		
	Be sure that tool order is correct for the type of fuel. Depending on fuel types, this may change during construction.		
	Use the Progressive (One Lick) Fireline construction method		
	The first member takes a lick and steps forward, leaving approximately three (3) feet of unremoved fuel, then repeats the process throughout construction of the Fireline		
	All following members take a lick of the fuels which haven't been removed and repeats the process throughout the Fireline construction		
	All members must be spaced at least ten (10) feet apart		
	All members must "Look Up … Look Down …. Look Around" for any hazards as the construction of the Fireline progresses		
	When working on a slope, a cup trench must be built		
	The Fireline must be dug to mineral soil		
	When the Fireline is complete, one or more patrols must be sent to ensure the		

	integrity of the finished Fireline		

EVALUATOR COMMENTS: [**ANY COMMENTS PRO OR CON REGARDING WHAT THE STUDENT ACCOMPLISHED**]	
EVALUATOR SIGNATURE:	
STUDENT SIGNATURE:	